



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Rt. 1 Box 95, Coolidge, AZ 85228

Akimel O'Otham Pee Posh Charter School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Jacquelyn L Power
Schedule : 07:00 AM to 05:00 PM
Grades : 3-4
Web Address : www.bwcs.bia.edu
Phone Number : (520) 215-5859
Fax Number : (520) 215-5862
E-mail : jpower@bwcs.bia.edu

Mission

Blackwater Community School embraces a core belief that All Children Can Learn. The school's motto is Quality Education Begins Here. The school is year round and includes Pima/Maricopa language and culture programs and family literacy. The school places a strong emphasis on the basics, reading, math and language arts and supports this with block programs in the morning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All children will read at grade level in reading as measured by the AIMS DPA and Meisel's Work Sampling Assessment Tool.
- ü All students will demonstrate proficiency in math at grade level as measured by the AIMS DPA and Meisel's Work Sampling Assessment Tool.

Enrollment

October 1, 2005 School Year Student Enrollment : 50
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Ü Family and Child Education Program
- Ü Full Inclusion for Special Education
- Ü FOSS Science
- Ü Silver Burdett
- Ü Houghton Mifflin Core Reading Program
- Ü Culture and Language
- Ü Accelerated Reading and Math
- Ü Reading Recovery

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/12/2006

Shared Responsibilities

School

Blackwater Community School is dedicated to meeting the needs of all children and their families. This includes weekly newsletters; Parent/Teacher conferences; PTO; community events; afterschool program; Intercession Programs; GED/computer classes and open houses. In addition, the teachers make weekly phone calls, send home classroom newsletters, and make home visits.

Parents

The parents' responsibilities are primarily to ensure that their child attends school daily; gets adequate rest and nutrition; participate in Parent/Teacher conferences; assist with homework and foster a love of learning in their home.

Transportation Policy

The school provides free transportation to children along with established bus routes. In addition, special bus runs are offered throughout the year to support school activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü NISBA National 4Cs Award for Outstanding School	2004
Ü BIA - National Elementary Principal of the Year	2002
Ü BIA - FACE National Program of the Year	2002
Ü National Toyota Teacher of the Year	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	80010	93	93	99	393	393	447	38	38	10	50	50	18	12	12	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38935	93	93	99	385	385	447	46	46	9	54	54	19	NA	NA	55	NA	NA	17
Male	13	13	40974	93	93	98	401	401	448	31	31	11	46	46	18	23	23	52	NA	NA	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	25	25	3979	93	93	96	394	394	424	36	36	17	52	52	30	12	12	47	NA	NA	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	18	18	69849	90	90	100	391	391	451	44	44	7	44	44	17	11	11	56	NA	NA	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	26	26	40981	93	93	100	393	393	462	38	38	6	50	50	13	12	12	54	NA	NA	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	79438	71	71	98	397	397	451	30	30	9	45	45	24	25	25	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38775	NC	NC	99	NC	NC	457	NC	NC	7	NC	NC	22	NC	NC	58	NC	NC	13
Male	11	11	40560	79	79	97	400	400	446	27	27	12	45	45	25	27	27	54	NA	NA	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	19	19	3940	70	70	95	399	399	429	26	26	14	47	47	36	26	26	47	NA	NA	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	18	18	69850	90	90	100	397	397	456	33	33	7	39	39	23	28	28	59	NA	NA	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	20	20	40753	71	71	99	397	397	467	30	30	5	45	45	16	25	25	62	NA	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	79971	93	93	99	397	397	423	NA	NA	8	85	85	41	15	15	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38974	93	93	99	406	406	437	NA	NA	5	77	77	33	23	23	57	NA	NA	4
Male	13	13	40895	93	93	98	388	388	410	NA	NA	10	92	92	47	8	8	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	25	25	3995	93	93	96	396	396	409	NA	NA	10	84	84	47	16	16	42	NA	NA	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	18	18	69713	90	90	100	395	395	429	NA	NA	5	83	83	39	17	17	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	26	26	40977	93	93	100	397	397	437	NA	NA	5	85	85	34	15	15	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

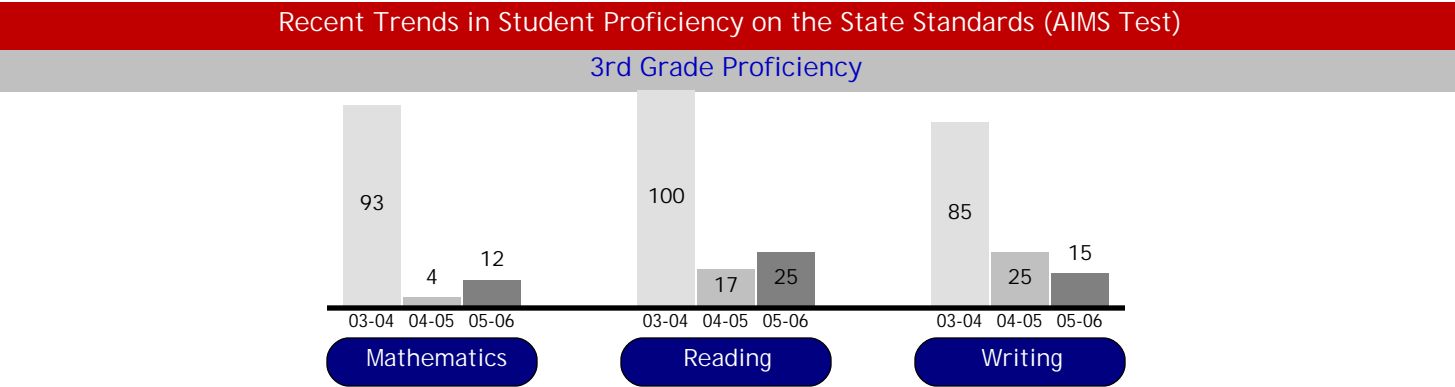
4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	80147	92	92	99	443	443	482	25	25	11	25	25	17	50	50	49	NA	NA	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39281	91	91	99	NA	NA	483	NA	NA	9	NA	NA	17	NA	NA	50	NA	NA	24
Male	14	14	40780	93	93	98	435	435	482	29	29	12	29	29	17	43	43	48	NA	NA	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	23	23	4117	92	92	96	445	445	456	22	22	19	26	26	27	52	52	46	NA	NA	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	16	16	69852	89	89	100	458	458	488	6	6	7	25	25	16	69	69	51	NA	NA	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	24	24	41776	92	92	100	443	443	498	25	25	6	25	25	11	50	50	49	NA	NA	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	79686	100	100	98	438	438	470	23	23	11	31	31	24	46	46	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39163	100	100	99	460	460	475	NA	NA	9	27	27	22	73	73	60	NA	NA	10
Male	15	15	40438	100	100	97	422	422	465	40	40	13	33	33	25	27	27	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	25	25	4087	100	100	96	438	438	446	24	24	16	28	28	38	48	48	44	NA	NA	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	18	18	69878	100	100	100	455	455	475	6	6	8	33	33	23	61	61	61	NA	NA	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	26	26	41591	100	100	99	438	438	486	23	23	6	31	31	16	46	46	65	NA	NA	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	80372	96	96	99	451	451	475	4	4	4	52	52	30	44	44	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39452	100	100	99	486	486	488	NA	NA	3	27	27	22	73	73	72	NA	NA	3
Male	14	14	40836	93	93	98	423	423	464	7	7	6	71	71	37	21	21	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	24	24	4128	96	96	97	451	451	464	4	4	4	50	50	39	46	46	56	NA	NA	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	17	17	69846	94	94	100	479	479	482	NA	NA	3	35	35	26	65	65	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	25	25	41851	96	96	100	451	451	489	4	4	3	52	52	22	44	44	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	100	77	NA	55	100	20	20	44	75	14	14	46
	Language	100	66	66	61	100	18	18	44	96	15	15	46
	Mathematics	100	66	66	61	100	23	23	51	96	15	15	52
4	Reading	87	47	NA	56	93	42	42	48	100	30	30	52
	Language	90	38	38	52	93	36	36	49	100	34	34	52
	Mathematics	93	61	61	61	93	48	48	53	100	35	35	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Akimel O'Otham Pee Posh (3rd & 4th)

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	3.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	1	0	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	60%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab and In-Class Computers

Extracurricular Activities

- Ü Summer Enrichment Program
- Ü Pima Culture and Language

Social Services

- Ü Prevention Coalition
- Ü Behavioral Health
- Ü Character Counts Program
- Ü School Nurse Program
- Ü Counseling services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü AIMS DPA 55 NCE on Math

ü AIMS DPA 48 NCE on Language Arts.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	100	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has an active prevention program that utilizes the University of Oregon's BEST Program for positive discipline, Character Counts and Bullying Prevention. The school also teaches peer mediation skills to assist students in solving behavioral problems. In addition, the school honors positive behavior with the Coyote Tract Award daily and with Student of the Month.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Patricia Harris	(520) 215-5859
Community Resources	Jacquelyn Power	(520) 215-5859
School Nutrition Programs	Richard Christopher	(520) 215-5859
Parent Organization	Gwendolyn Paul	(520) 215-3259
Student Health/Nurse	Jacki Paprocki	(520) 215-2159

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.